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ABSTRACT

This publication contains materials for four courses in Applied Communications in the Applied Academics program at South Seattle Community College. It begins with the article, "Community College Applied Academics: The State of the Art?" George B. Neff), which describes the characteristics, model, courses, and coordination activity that make up this community college applied academics program. Materials provided for each course include the following: course outline (credit, lecture, and lab hours; course description; prerequisites; learning objectives and hours of instruction) and course syllabus (course description; required materials; other policies; weekly schedules). The first two courses (Applied Communications: Assessment and Applied Communications I: Workplace Communications) are designed for technical students and serve as an introduction to communication skills in the workplace. Students assess, practice, and improve their oral and written skills in a variety of business formats. The courses are coordinated with a computer application course. The third course (Applied Communications II: Technical Writing--Career Research) involves preparation of a detailed career plan by each student and results in the production of a document in the form of a formal business report. It complements the school's counseling and career services functions, uses skills and careers data banks and library business reference functions, and involves extensive computer use. The fourth course (Project Research, Documentation, and Presentation) is coordinated with students' technical programs and focuses on communications issues related to second-year technical capstone projects. Students learn to do the following: develop project plans, status reports, and research plans; conduct research; do project reports; and make speeches. (YLB)

ED 383 834

Seattle Tech Prep
Applied Academics Project

Course Materials in Applied Communications

- o English 103
- o English 105
- o English 106
- o English 108

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CE 069 102

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Community College Applied Academics
The State of the Art?

by George B. Neff

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The Applied Academics program at South Seattle Community College is of interest to community college educators involved in or curious about Applied Academics at the post-secondary level and it may be the state-of-the-art. This program is being developed with support from Boeing Corporation and help from CORD (Center for Occupational Research and Development, Waco Texas). CORD assisted in defining the distinguishing characteristics of Applied Academics courses used to shape South Seattle's curriculum. South Seattle Community College's courses are based on these characteristics and are part of an Applied Academics education model developed by the college for the purpose of defining and implementing quality education programs. The Applied Academics program includes courses in: Applied Math, Principles of Technology, Applied Communications, Applied Biology and Chemistry (a new area) and a subject area unique to South Seattle; Applied Humanities. These courses are coordinated with one another and with technical courses in several ways and have been validated by a team from Boeing Corporation. This article describes the characteristics, the model, the courses and the coordination activity that make up one of the most complete and interesting community college Applied Academics programs in the country.

BACKGROUND

South Seattle Community College has been blazing a trail in Applied Academics for over two years. The college is one of four institutions that make up the Seattle Community College District. The South campus is located in a heavily industrialized part of Seattle and has developed a strong area of emphasis in vocational and technical education that round out offerings in college transfer, general studies, and continuing education. The school is viewed as an innovator in vocational and technical education with nationally recognized programs in such diverse fields as Hazardous Materials Management, Food Services, Landscape and Horticulture, and Aviation related technologies. Two years ago, with financial assistance from the Boeing Corporation, the campus began to re-examine the way in which it taught academic subjects to vocational and technical students and to consider adopting the concepts, methods, and or materials of the newly evolving, high school curriculum in Applied Academics. The first two years of this effort focused on initial mastery of the concepts and techniques of Applied Academics, the development of prototype curriculum, and the implementation of initial courses. Last summer, a team of faculty from the school met to document, analyze, and improve current offerings in Applied Academics and to develop some new courses in Applied Biology and Chemistry and in Applied Humanities. The following article describes the results of their summers work.

SECTION I - Distinguishing Characteristics of Applied Academics Courses

The term "Applied Academics" has come to refer to a national standard curriculum consisting of high school courses in Applied Math, Applied Biology/Chemistry and Principles of Technology developed and sold by CORD and similar courses in Applied Communications developed and sold by AIT (Agency for Instructional Technology).

The South Seattle Community College Applied Academics courses are based on the same distinguishing characteristics as the national standard courses and in some cases utilize materials developed by and obtained from CORD or AIT but these are most definitely local products specifically designed for community college students. The development and validation of these courses necessitated the precise definition of the distinguishing characteristics of applied academics courses and the college turned to CORD for help in this critical area.

According to Leno Pedrotti, CORD's founder of Applied Math and Principles of Technology, the distinguishing characteristics of Applied Academics courses include the following:

"Applied Academics courses are competency based, utilize context based learning, integrate academic concepts into technical courses taught in a work place setting, emphasize cooperative learning and stress the use of principles, laws, formulas and rules in the real world as opposed to focusing on proofs of principles and laws, the derivation of formulas, or the evolution of rules."

The emphasis on specific competencies and on putting ideas in context was further stressed in this statement by Leno:

"Applied Academics tries to show the way in which laws, principles, formulas and proofs are used by real people, in the real world, on the job."

The distinguishing characteristics of Applied Academics are summarized as follows:

Applied Academics courses:

- *are competency based*
- *utilize context based learning*
- *integrate academic concepts into technical courses*
- *are taught in a work place setting*
- *emphasize cooperative learning*
- *stress the use of principles, laws, formulas and rules*
- *show how laws, principles, formulas and proofs are used by real people, in the real world, on the job*

The college also developed an education model that supports the implementation of the above characteristics and that defines quality education programs.

SECTION II - The Applied Academics Education Model

The education model includes an Applied Academics mission statement, goals, curriculum guidelines and tools, and instruction guidelines and tools. The purpose of the model is twofold. Not only does the model help insure and facilitate the development of an Applied Academics program that is well anchored in the distinguishing characteristics of Applied Academics, but the model also helps to explicitly define the concept of a quality education and to facilitate the development and delivery of quality education programs.

A. The Mission Statement

The Applied Academics mission statement begins to define a quality education:

"Our mission is to assist in the preparation of persons able to enjoy and discharge the rights, privileges, and responsibilities of citizens in a free society including the rights, privileges and duties of citizenship, vocation, family membership, community membership, and participation in leisure activities."

This mission is consistent with the Presidents education goals, and the SCANS (Secretary's Commission on Achieving Necessary Skills) recommendations, and generally accepted ideas in the tradition of a liberal education as discussed by John Henry Newman in his essays on "The Idea of a University" and the report of the Harvard Committee on a "General Education in a Free Society". Each of these works recognizes that quality education not only prepares good workers but also good family members, community members, and good citizens. The thrust of the current national standard Applied Academics curriculum largely ignores preparation for roles beyond the work place, which is a potentially serious quality problem. South Seattle's Applied Academics program, on the other hand, includes courses in Applied Humanities specifically designed to address preparation for roles not only in but also beyond the work place. The South Seattle Applied Academics mission statement helps focus emphasis on all the roles of a citizen in a free society, a key issue in program quality.

B. The Goals of the Applied Academics Program

The goals of the Applied Academics program are as follows:

"The goals of the South Seattle Community College Applied Academics program are to assist students in leading happy and productive lives as citizens in a free society by providing them with citizenship skills, general work place skills, and specific academic, technical, and vocational skills."

The three level approach to Applied Academics goals (Citizenship, General Work place, and Subject Specific Goals) is unique to South Seattle Community College as far as can be determined but this approach was found to be necessary and useful.

Most skills or competency models (the two terms are used interchangeably in this paper) currently under development try to lump two or more of these categories together and as a result are criticized alternately for over or under emphasis on citizenship vs. work place skills or general vs. specific skills. The three level approach makes the selection of a desirable mix among these elements much easier. The South Seattle goals are defined in more detail in the following section.

Providing Citizenship Skills - Goal 1

Citizenship skills include a knowledge of the rights and responsibilities of citizens in a free society, critical thinking skills, an understanding of work place ethics, knowledge of applied esthetics (i.e. industrial design, human factors engineering etc.), and expertise in applied history (i.e. the techniques of the historian applied to such things as the life cycles of businesses, products, materials and technologies). Esthetics and history are included as citizenship skills because they encourage the consideration of values.

Providing "Citizenship Skills" helps insure that the Applied Academics program turns out not only good workers but also good and complete citizens, a key element is South Seattle's definition of a quality education.

Providing General Work Place Skills - Goal 2

The project did not develop a new list of general work place skills but adopted those skills defined in the SCANS report including five work place competencies and three foundation skills. The SCANS skills seemed adequate for the program and similar enough to the other national general work place competency models being developed to warrant adoption at the time although the college plans to revisit this subject in 1993.

Providing students with "General Work Place Skills" insures that the Applied Academics program and other technical programs turn out individuals not only expert in some vocational or technical facts, but individuals capable of sharing existing facts, acquiring new facts as these become available, applying them in the work place, working effectively with others, assimilating technical change and other job independent, work place skills.

Providing Specific Academic, Vocational, and Technical Skills - Goal 3

Specific academic, vocational and technical skills include academic subject specific, and occupation specific skills that vary with each course of instruction. These skills are developed and documented on a course by course basis.

Providing "Specific Academic, Vocational, and Technical Skills" insure that students receive sufficient specific training to qualify for initial employment and to practice general concepts, theories, laws and proofs.

The Applied Academics goals are based on the mission statement and add specificity to it. The mission statement and goals help insure implementation of the principles of Applied Academics and the delivery of quality education programs but are not complete in and of themselves. What is lacking is a way to insure the incorporation of these concepts into the everyday life of the college. The following Curriculum and Instruction guidelines and tools were adopted or developed for this purpose.

C. Curriculum Guidelines and Tools

The following guidelines assume simple definitions of the terms curriculum and instruction. Curriculum is defined as "what you teach", instruction is defined as "how you teach it".

Curriculum elements in the Applied academics model include a program course mix guideline, a course skills mix guideline, and a standard course outline tool.

Guideline 1 - Course Mix

This guideline insures that technical programs prepare students who are good workers but also good citizens.

"All programs of technical instruction should provide students with a suitable mix of courses in citizenship skills, general work place skills and specific academic, vocational and technical skills."

Guideline 2 - Skills Mix

The second curriculum guideline insures the implementation of the Applied Academics principles of context based learning in general and the principle of the integration of academic materials into technical courses in particular.

"Academic concepts should not only be taught in separate academic courses but should also be integrated into all technical courses."

The Standard Course Outline

The model includes a curriculum tool used to measure the mix of skills included in given course or program, the standard course outline. The standard course outline supports the analysis of program and course level skills mix by spreading total course hours among those citizenship skills, general work place skills and specific academic, vocational and technical skills included in the course.

The hours of instruction identified in each course outline may be added together to evaluate the overall mix of instruction provided in any existing or proposed program of study. This approach provides a general control over course and program mix.

D. Instruction Guidelines and Tools

Instruction elements included in the model are a Context Based Instruction Guideline, a Cooperative Learning Guideline, a Utility Guideline and a Course Syllabus Tool. These elements implement the distinguishing characteristics of Applied Academics.

Guideline 1 - Context Based Instruction

Applied Academics courses, more than anything else, teach abstract ideas by putting them in "context".

"Applied Academics courses should be taught in the context of real world settings including the work place, home, and community."

Guideline 2 - Cooperative Learning Techniques

Today's work place puts heavy emphasis on team work. This emphasis is reflected in the Applied Academics program.

"Applied Academics courses should emphasize cooperative learning as a primary instruction model where appropriate."

The college also emphasizes capstone team projects in year two of technical degree programs.

Guideline 3 - Utility

The utility guideline is a key in transforming traditional academic courses into Applied Academics courses.

"Applied Academics courses should stress the use of principles, laws, formulas, and rules in the real world as opposed to the proof of principles and laws, the derivation of formulas, or the evolution of rules."

Guideline 4 - Competency Based Instruction

Competencies or Skills (the terms are used interchangeably in this document), are a key in tieing together instruction between high school and the community college or between related courses in a series of courses.

"Applied Academics courses will provide instruction in clearly defined Citizenship Skills, General Work Place Skills, and Subject Specific Skills."

The Standard Course Syllabus

The above instruction guidelines are reflected in the standard course syllabus. The standard syllabus encourages instructors to consider and to describe the implementation of the above instruction guidelines when creating or selecting teaching methods for Applied Academics courses.

The above Applied Academics education model, including the mission statement, goals, curriculum guidelines and tools and instruction guidelines and tools support the development and implementation of quality Applied Academics programs at South Seattle Community College.

SECTION III - Impacts of the Model on Instructors

Instructors have had a variety of feelings and experiences in attempting to deal with the subject of applied academics and to understand and use the concepts and tools described in this article. Some general patterns appear to be as follows.

In the initial phases of Applied Academics some of the teachers trained in classic academic disciplines felt suspicious about the heavy work place emphasis of the program and doubtful about course and program quality and intent.

In an effort to deal with these initial concerns academic teachers were drawn together with technical faculty and representative of the business community for twice monthly meetings during the summer of 1992.

This project known as the Applied Academics Task Force operated with funding support from the Boeing Corporation and had as its goal the definition of the Education Model described in this article, the development of the Applied Humanities and Applied Biology and Chemistry courses and the analysis and documentation of the college's existing courses in Applied Math, Principles of Technology, and Applied Communications.

The project provided academic and technical teachers with an opportunity to get together outside the press of the academic year, to develop some additional rapport and empathy and to take control, in a sense, of what had been a potentially troublesome topic. This process in and of itself helped teachers feel more in control of things.

The isolation of the distinguishing characteristics of Applied Academics and the reduction of these concepts to some practical guidelines and tools for course development, curriculum and instruction also helped individuals in their understanding of and comfort with this subject.

A related pattern also emerged. It became clear that **every teacher involved in the project was already teaching Citizenship Skills, General Work Place Skills and Specific Skills in every course without being asked to do so and, in some cases, without really focusing on this fact.** Once the three part skills structure (Citizenship Skills, General Work place Skills and Specific Skills) was defined the teachers quickly saw the pattern in their courses. The fact that all the teachers, academic and technical, shared an interest in all three skills areas helped bond the group.

The structure also was a challenge to the instructors when it came to allocating course hours to skills. It was often the case that more then one kind of skill was taught in a single course activity, for instance, presenting a project to the class could involve not only speaking skills but also an understanding of technical facts related to the project, thinking, speaking, listening, and teamwork skills. These structural challenges were ultimately met with some creative solutions by the team members.

In summary, instructors finished the project with a better appreciation of one another and a new confidence in their ability to define and deliver Applied Academics courses.

SECTION IV - Courses in the Applied Academics Program

The Applied Academics program at South Seattle Community College includes three courses in Applied Math, three in Principles of Technology, four in Applied Communications, four in Applied Biology/Chemistry, and four in Applied Humanities.

The courses in Applied Humanities are unique to South Seattle and include Applied Civics, Applied Philosophy, Applied History and Applied Art. Some detail regarding these courses is provided below because they are unique to South Seattle

A feel for the content of the program is provided in the following course highlights:

Applied Math

Applied Math is currently a three course series. The first course in the series introduces students to applied algebra, geometry, trigonometry, and statistics. This course includes algebraic operations, exponents, roots, scientific notation, dimensional analysis, significant digits, the metric system, first degree equations, plane and solid geometry, solution of right triangles, functions, graphs, descriptive statistics, calculator fundamentals, and applications. This course is designed to be compatible with the modules used in CORD's Applied Mathematics curriculum.

Principles of Technology

The first course is a blend of technology principles with lab practices that involve Mechanical, Fluid, Electrical, and Thermal Systems that are used by technicians in their everyday work.

The second course is a continuation of applied physics with accentuation on rate, energy, power, momentum, resistance and force transformers.

The third course is a continuation of applied physics with accentuation on energy converters, transducers, vibrations and waves, time constants, radiation, and optical systems.

Applied Communications

The first course is designed for technical students and serves as an introduction to communication skills in the work place. Students assess, practice, and improve their oral and written skills in a variety of business formats. This course is coordinated with a computer application course to encourage integration of writing and computer skills.

The second course involves the preparation of a detailed career plan by each student and results in the production of a document in a formal business report format with front matter, a body and complete back matter. This course interfaces with the schools counseling and career services functions, uses skills and careers data banks and library business reference functions, and involves extensive use of the computer.

The third course is coordinated with the students technical program and focuses on communications issues related to second year technical capstone projects. During the year students develop project plans, status reports, research plans, conduct research, do project reports and make speeches. At the end of the year the technical projects, reports and speeches are presented to business advisors and prospective employers in formal end of the year meetings.

Applied Biology and Chemistry

This is a four course series. In these courses biology and chemistry are treated as a unified science.

The first course includes the sources, uses, and problems relating to natural resources and the properties, uses, quality and cycles of water, air and other gases. This course is designed to be compatible with the modules used in CORD's Applied Biology/Chemistry curriculum.

The second course includes components of the continuity of life including genetics, reproduction, and evolution. Food sources and effects of diet on nutrition and disease transmission, prevention, and treatment in plants and animals are also discussed.

The third course included photosynthesis and the role of nutrients in plant growth and reproduction; animal anatomy and physiology of life processes; and types, benefits and hazards of microorganisms to humans as well as biotechnology applications of microorganisms.

The fourth course includes the sources, properties, and uses of synthetic materials; control of home, community and industrial waste, and waste management; and animals and plants sharing space and resources in a community.

Critical Thinking and Ethics in the Work Place (Applied Philosophy)

Critical Thinking and Ethics in the Work place is an introduction to critical thinking, logic and scientific reasoning with applications to other courses, everyday life and work. It is been created with technical education students in mind; whenever possible topics are related directly to the programs of study and future careers of technical education students.

Responsibilities and Rights of Citizenship (Applied Civics)

This course examines individual rights and responsibilities in a free society in the practical context of and individual's roles as a citizen and resident of various levels of government, family member and employee or employer. The course distinguishes between legally enforceable rights and obligations and those rights and responsibilities that are considered essential to a free society. The course assists students in thinking clearly about these issues and adds the dimension of values to the process of this critical thinking.

Lifecycles of Business, Products, and Technologies (Applied History)

This course enables students to use history: its content, analytical process, research methods, analytical methods and writing techniques to anticipate, understand and benefit from changing technology. The course provides the student with insight into the nature of the life cycles of products, materials and processes using the techniques of research, analysis, and writing of history.

Industrial Design And Human Factors (Applied Art)
This course assists the student in developing an esthetics approach to technology and the world of work. The concepts of quality, beauty, good design, and a good work environment are explored from a variety of viewpoints including the philosophical, multi-cultural, psychological, economic, and technological. The course considers esthetics values, the psychology of perception, social values, economics and design, production, materials, and vocational applications.

SECTION V -Inserting New Applied Academics Courses into Established Programs

An interesting set of problems occur when considering how to insert new courses in Applied Academics into existing technical programs. The first fact usually associated with this process is that there is never any extra time for additional courses. The inevitable consequence of this is that new courses must be used as substitutes for existing courses. All the courses described above were developed as substitutes for existing traditional academic courses, some of which were required some electives. But course substitution can be a real pandora's box.

Usually, instructors of current academic courses are schooled in traditional academics and are not hired to be experts in the nuances of the work place. These instructors sometimes see work place preparation as something separate from academics and sometimes beneath traditional academics and may or may not be inclined toward change in any event. Even in the best of cases, where academic instructors are expert in the ways of the work place, enthusiastic about the mission of work place preparation and natural innovators they may not be conversant with the distinguishing characteristics of Applied Academics and the underlying methods of Applied Academics and will therefore be unable to develop and deliver suitable applied courses.

The solution to these problems are not easy to implement but they are simple conceptually. The first decision to make is "can the instructor of an existing traditional academic course develop and deliver a substitute Applied Academics course?". If the answer is not a resounding unqualified yes, then the best approach is recruiting. The second decision to make, if the answer is yes, is "what kind of help will that instructor need in developing and implementing the course?". Some answers to this second question from South Seattle's experience are:

- Provide compensated time outside the press of daily affairs for training and course development.
- Assign instructors to work in teams that include academic instructors, technical instructors and business people.
- Discuss underlying education values.
- Provide an Education Model or some other form of structure within which course development occurs and that insures conformance to agreed upon concepts and values.

The processes of developing Applied Academics courses and of inserting them into existing technical programs present some real challenges but success is possible given the right approach.

SECTION VI - The Coordination of Applied Academics Courses

The distinguishing characteristics of Applied Academics courses suggest that much can be gained from demonstrating the application of academic concepts by relating the concepts to technical subjects.

South Seattle's experience in this area began with the development and implementation of two coordinated courses, an Applied Academics course in Communications, and a course in Computer Applications. In these coordinated courses, students were taught concepts in written and oral communications, and research in the Communications class and were then given a chance to apply these concepts using computer tools (i.e. word processors, presentation graphics and aides, CD-ROM and on-line data bases). This effort met with great success and has led to the coordination of new Applied Communications courses with campus career services and with second year, capstone technical projects.

One of the difficulties in developing and implementing such coordinated courses is the extra time it takes instructors to develop the course and coordinate delivery. The college is fortunate in being able to use faculty development funds to provide stipends to two instructors each quarter, to develop and deliver one new set of coordinated courses.

SECTION VII - Business Validation

The South Seattle Community College Applied Academics program is being validated by the Boeing Corporation as part of their ongoing support to the project. A team of Boeing executives representing corporate business practices, pre-employment screening, and management development, were asked to evaluate all the Applied Academics courses at a high level and to evaluate the Applied Humanities courses in detail. The Boeing team found that the overall Applied Academics program design was on target and that the proposed courses in Applied Humanities were in some cases necessary and in some cases desirable. The Boeing team also proposed some changes on a course by course basis that are being incorporated in the design.

SECTION VIII - Summary

South Seattle's Applied Academics program is still evolving and is by no means complete at this time but the existence of a formal Applied Academics Education Model coupled with community college courses in the newer areas of Applied Communications, Applied Biology and Chemistry and Applied Humanities make it one of the most complete and innovative programs of its type, it may be the state-of-the-art.

Some major issues in Applied Academics have yet to be explored by the college and are targeted for future inquiry. On question is "Do employers really want students who think for themselves and who have highly developed ethical sensitivities?". Another is "Are students who have spent time mastering citizenship competencies and general work place competencies at a disadvantage in competing for entry point jobs with students who do not have these skills but have more occupation specific skills. The question will be explored with the help of a team of Boeing Executives in the coming months.

Another question is the relationship of Applied Academics to English-as-a-Second Language (ESL), and Adult Basic Education (ABE) programs. The Applied Academics courses are required courses for students in a wide range of technical programs. Students taking courses in ESL, ABE might benefit from the principles of teaching in applied context, making it easier for special population of students to access college-level education.

These are but a few more interesting issues to be explored in the further development and refinement of Applied Academics at South Seattle Community College in the future.

COURSE OUTLINE

DEPARTMENT: Technical Education

PROGRAM: Applied Academics

CURRICULUM: Applied Communications

COURSE TITLE: Applied Communications: Assessment

COURSE NUMBER: ENG 103

TYPE OF COURSE: Vocational/Technical

CREDIT HOURS: 3 credits

HOURS:

Lecture Hours	_12_
Lab Hours	_18_
Home work Hours	___
Other Hours	___
Total Hours	_30_

CLASS SIZE: 24

COURSE DESCRIPTION: Using diagnostic tests, writing samples, and computer software, students assess their own skills in reading, writing, speaking, and listening English. Skills are also assessed by the instructor and by computer-aided diagnostic tests. Students learn basic computer operations and use educational software and word processing.

COURSE HISTORY: Developed by George Neff & Robert Free, Winter, 1993.
Developed by Roger Bourret, Spring, 1993.

PREREQUISITES: ASSET or SLEP test through Assessment Services

Correction: 14

For all Applied Communication Course Outlines, there are a total of 30 lecture hours and 0 lab hours, for a total of 30 hours.

LEARNING OBJECTIVES:	HOURS OF INSTRUCTION
A. CITIZENSHIP KNOW-HOW:	
1. RIGHTS AND RESPONSIBILITIES OF CITIZENS	____
2. WORKPLACE ETHICS	_x_
3. APPLIED ART	____
4. APPLIED HISTORY	____
5. CRITICAL THINKING (See section B. 3.)	
B. WORKPLACE KNOW-HOW:	
FIVE WORKPLACE COMPETENCIES	
1. Resources:	____
1) *Time*	_x_
2) *Money*	_x_
3) *Material and Facilities*	_x_
4) *Human Resources*	_x_
2. Interpersonal:	____
1) *Participates as Member of a Team*	_x_
2) *Teachers Others New Skills*	_x_
3) *Serves Clients/Customers*	_x_
4) *Exercises Leadership*	_x_
5) *Negotiates*	_x_
6) *Works with Diversity*	_x_
3. Uses Information	____
1) *Acquires and Evaluates Information*	_12_
2) *Organizes and Maintains Information*	_4_
3) *Interprets and Communicates Information*	_8_
4) *Uses Computers to Process Information*	_6_
4. Systems:	
1) *Understands Systems*	_2_
2) *Monitors and Corrects Performance*	_2_
3) *Improves or Designs Systems*	_2_
5. Technology: (See Section C.)	
THREE FOUNDATION SKILLS	
1. Basic Skills:	
1) *Reading*	_12_
2) *Writing*	_12_
3) *Arithmetic/Mathematics*	____
4) *Listening*	_4_
5) *Speaking*	_2_

THREE FOUNDATION SKILLS (Cont.)

2. **Thinking Skills:**

1) *Creative Thinking*	_2_
2) *Decision Making*	_4_
3) *Problem Solving*	_4_
4) *Seeing Things in the Minds Eye*	_2_
5) *Knowing How to Learn*	_4_
6) *Reasoning*	_4_

3. **Personal Qualities:** _x_

1) *Responsibility*	_x_
2) *Self-Esteem*	_x_
3) *Sociability*	_x_
4) *Self-Management*	_x_
5) *Integrity/Honesty*	_x_

C. **ACADEMIC SUBJECT/OCCUPATION SPECIFIC KNOW-HOW;** includes academic subject competencies such as:

Reading
Look up information in alphabetical order.
Use the dictionary.
Use the various parts of a textbook.
Recognize and use technical vocabulary in a technical area.
Read and interpret common signs and symbols in diagrams, tables, and charts.
Follow basic written directions for classroom work.
Follow procedural instructions for basic computer and software operation.

Writing
Fill out a job application.
Alphabetize a list.
Recognize and write a simple sentence with correct capitalization and punctuation.
Write several sentences on a topic in paragraph form.
Use the spell-check to verify spelling.
Use computer thesaurus to find alternate vocabulary.
Write a memo in the standard format.

Communication (Listening and Speaking)
Demonstrate understanding of and follow written and verbal instructions.
Ask for pertinent information or instructions.
Express ideas and add details as required.
Recognize learning styles (visual/auditory/tactile).
Make an oral self-introduction.

Group Work
Be willing to interact with others for a common purpose.
Peer-edit written documents.
Provide verbal feedback to other students or instructor.

Submitted by: Date:
Approved by: Date:

COURSE SYLLABUS

General Information:

Quarter:	Spring Quarter, 1993	
Course Number:	ENG 103	
Course Title:	Applied Communications Assessment	
Section Number:	01	
Instructor:	R. Bourret	
Office Location:	CC112	
Office Hours:	M-W-F 2:00 - 3:00	
Office Phone Number:	764-5363	Home Phone Number: 783-2238
Room Number:	TC 127	Lab Hours:

COURSE DESCRIPTION: Using diagnostic tests, writing samples, and computer software, students assess their own skills in reading, writing, speaking, and listening English. Skills are also assessed by the instructor and by computer-aided diagnostic tests. Students learn basic computer operations and use educational software and word processing.

Required Materials: Dictionary, at least 2 diskettes

Optional Materials: Foreign language-English dictionary

Course Schedule: **Attached**

Evaluation Policy: **Work will be evaluated by timely completion of assigned tasks and accurate and appropriate language use. Checklists of criteria for grading will be provided.**

COURSE SYLLABUS (Cont.)

Grading Procedure: Points will be awarded for evaluation checklist items.

Other Policies: Attendace is required for certain class activities. Participation in the project work is based on student-generated schedules and student-generated evaluation methods. Some assignments are group work and others need to be individually done. Plagiarism and other forms of non-compliance result in warning followed by loss of points.

Conformance to Standards: (Explain how your course conforms to each of the following instruction standards)

"All Applied Academics courses will be taught in the context of real world settings including the work place, home, and community."

Students will assess their own communications skills in relation to a list of competencies deemed appropriate and necessary for workplace success by educators and industry representatives. Written and oral assignments are directly related to workplace performance.

"All Applied Academics courses will emphasize cooperative learning as a primary instruction model."

Students will work individually and in groups to assess their communication skills. Peer-editing and other forms of peer-feedback will be emphasized

"All Applied Academics courses will stress the use of principles, laws, formulas and rules in the real world as opposed to focusing on proofs of principles and laws, the derivation of formulas, or the evolution of rules."

Written and verbal communications skills will be explained and evaluated by performance in a job-related situation or assignment.

Submitted by: Roger Bourret Date: 3/25/93

Approved by: Date:

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Attachment to Course Syllabus for ENG 103
Weekly Schedule

Week 1
- Course Introduction & Objectives
- Establish Student File
  - Discussion of Communications Skills
  - Writing sample self-introduction
- Oral presentation self-introduction

Week 2
- Student File:
  - Self-assessment: what to learn, how to learn, resources
  - Reading Assessment: Skills Bank
  - Writing Assessment: Capitalization, Punctuation
- Introduction to the Computer
- Introduction to Wordperfect

Week 3
- Using Skills Bank & Grammar Mastery
- Student File:
  - Skills Bank / Grammar Mastery
  - assessment & placement
- Oral report on goals in communications skills
- Procedures for using the software

Week 4
- Alphabetizing/using the dictionary
  - building a technical and professional vocabulary
- Telephone protocol
- Writing: list of vocabulary from specific technical area
  - the memo format
- Skills Bank/Grammar Mastery Skills Practice

Week 5
- Using the library: stacks/periodicals/reference/a-v labs
- Writing: previous work experience in memo format
  - continue list of related vocabulary
- Skills Bank/Grammar Mastery Skills Practice

Week 6
- Writing: work or job preferences in memo format
  - list of related vocabulary
- Skills Bank/Grammar Mastery Skills Practice

Week 7
- Taking notes and summarizing: learning styles introduction
- Writing: preferred learning styles in memo format
  - list of related vocabulary
- Skills Bank/Grammar Mastery Skills Practice

Week 8

Writing: learning styles and skills goals
Skills Bank/ Grammar Mastery Skills Practice

Week 9

Final assessment in Skills Bank/Grammar Mastery and prescription for continued skills practice
Writing: summary of class work and plans in memo format
Lecture and summary: oral presentations

Week 10

Teacher-student goals assessment

COURSE OUTLINE

DEPARTMENT: Technical Education

PROGRAM: Applied Academics

CURRICULUM: Applied Communications

COURSE TITLE: Applied Communications I: Workplace Communications

COURSE NUMBER: ENG 105

TYPE OF COURSE: Vocational

CREDIT HOURS: 3 quarter credits

HOURS:

Lecture Hours	15
Lab Hours	15
Home work Hours	___
Other Hours	___
Total Hours	30

CLASS SIZE: Maximum number of students: 24 (or number of computers available)

COURSE DESCRIPTION: After an assessment of basic communication skills in readir and writing, basic business formats are practiced using wo processing. Coordinated with ICT 103 for computer skills. Includes oral two presentations.

COURSE HISTORY: Originally developed by Roger Bourret and George Neff, in 1991-92.

PREREQUISITES: Asset score of 40 in Writing / with lower than 40, student is placed in ENG 103, assessed during first weeks, and may placed in ENG 105 by instructor

LEARNING OBJECTIVES: **HOURS OF INSTRUCTION**

A. CITIZENSHIP KNOW-HOW:

1. RIGHTS AND RESPONSIBILITIES OF CITIZENS ___
2. WORKPLACE ETHICS 2
3. APPLIED ART ___
4. APPLIED HISTORY ___
5. CRITICAL THINKING (See section B. 3.)

COURSE OUTLINE

LEARNING OBJECTIVES:	HOURS OF INSTRUCTION
B. WORKPLACE KNOW-HOW:	
FIVE WORKPLACE COMPETENCIES	
1. Resources:	___
1) Time	x
2) Money	___
3) Material and Facilities	___
4) Human Resources	x
2. Interpersonal:	___
1) Participates as Member of a Team	x
2) Teaches Others New Skills	x
3) Serves Clients/Customers	___
4) Exercises Leadership	___
5) Negotiates	x
6) Works with Diversity	x
3. Uses Information	___
1) Acquires and Evaluates Information	x
2) Organizes and Maintains Information	x
3) Interprets and Communicates Information	x
4) Uses Computers to Process Information	x
4. Systems:	
1) Understands Systems	___
2) Monitors and Corrects Performance	___
3) Improves or Designs Systems	___
5. Technology: (See Section C.)	
THREE FOUNDATION SKILLS	
1. Basic Skills:	
1) Reading	3
2) Writing	20
3) Arithmetic/Mathematics	___
4) Listening	5
5) Speaking	2
2. Thinking Skills:	
1) Creative Thinking	x
2) Decision Making	x
3) Problem Solving	x
4) Seeing Things in the Minds Eye	x
5) Knowing How to Learn	x
6) Reasoning	x

3. **Personal Qualities:**

1) *Responsibility*	X
2) *Self-Esteem*	X
3) *Sociability*	X
4) *Self-Management*	X
5) *Integrity/Honesty*	X

C. **ACADEMIC SUBJECT/OCCUPATIION SPECIFIC KNOW-HOW;** includes academic and technical subject competencies such as:

(Minimum competencies for English 105 agreed on for the articulation agreement between Seattle Public Schools and Seattle Community Colleges):

Competencies for Computer Technology

Perform these basic word processing functions:

- Saving and exiting a document
- Keyboarding with word-wrap
- Cursor movements
- Creating a business letter
- Backspacing for corrections
- Using the date feature
- Using all caps
- Printing
- Accessing "List Files"
- Retrieving a document
- Using express movement keys
- Inserting
- Typing over text
- Deleting
- Undeleting
- Updating
- Horizontal centering
- Creating a memorandum
- Using spell check
- Underlining
- Bolding
- Viewing text
- Deleting codes
- Creating multiple-page reports
- Changing line spacing
- Changing justification
- Using a thesaurus

Competencies in Modern Communications Technology

The student will be able to:

- Define the importance of effective communication in our personal and professional lives
- Identify the kinds and levels of communication skills needed for success in our personal lives, personal business activities, and chosen careers
- Describe the impact that computer technology has made and will further make on all their roles as communicators
- List ways that office technology --such as word processing, information processing, networking, and telecommunications--affects the communication process

Competencies for Reading

The student will be able to:

- Read to find information
- Read to follow directions
- Read to check information
- Read to draw conclusions

Competencies for Writing

The student will be able to:

- Identify types and functions of writing in a workplace setting
- Identify and define the components of the written communication process
- Identify barriers to written communications and demonstrate strategies for overcoming these barriers
- Apply pre-writing activities (brainstorming, defining, organizing, outlining)
- Compose a rough draft and make significant changes
- Critique a rough draft and make significant changes
- Proofread for correctness, spelling, grammar, meaning (see editing competencies)
- Apply the direct strategy
  - Compose correct sentences, paragraphs, and messages
  - Write memorandums that inform; request, and respond
  - Write letters that make routine requests
  - Write letters that respond positively
- Apply the indirect strategy
  - Write letters that carry negative news
  - Write letters and memos that persuade
  - Special messages

Competencies for
Gathering and Using Information in the Workplace

The student will be able to:

- Identify needed information and the appropriate written and oral sources of the information
- Use the library and other services to obtain desired information
- Evaluate and select sources of information using criteria such as reliability and accessibility
- Summarize information in the form of notes
- Request information in writing

Competencies in Communicating for Employment

The student will be able to:
- Write effective applications and resumes
- Prepare for successful interviews

Competencies for Listening and Speaking

The student will be able to:
- Identify the elements of effective oral communication
- Communicate in person
- Communicate in groups
- Understand and remove barriers to effective listening
- Listen and evaluate oral reports of others

Competencies for Editing

The student will be able to :
- Edit for grammar and usage
- Edit for punctuation
- Edit for spelling
- Edit for meaning
- Use editing symbols to indicate revisions in rough draft materials

Critical Thinking

The student will be able to:
- Know limitations of technology, like "spellcheck"
- Find appropriateness of personal/impersonal writing
- Read to draw conclusions
- Identify barriers to written communications and demonstrate strategies to overcome them
- Proofread
- Indirect strategy
- Evaluate and select sources of information using criteria such as reliability and accessibility
- Summarize information
- Know your audience.

Group Work

See above for group work activities.

College-Level Writing Requirement

Minimum 5,000-10,000 words or 2 pages each week for 11 weeks.
Type of work: business letters, memos, reports.

02/08/93

Submitted by: Roger Bourret **Date:** 3/23/92

Approved by: **Date:**

COURSE SYLLABUS

General Information:

Quarter: Fall Quarter, 1992

Course Number: ENG 105

Course Title: Applied Communications I: Workplace Communications

Section Number: 01

Instructor: Roger Bourret

Office Location: CC112

Office Hours: T-TH 1-2

Office Phone Number: 764-5363 Home Phone Number: 783-2238

Room Number: RS 12 Lab Hours:

Course Description: After an assessment of basic communication skills in reading and writing, basic business formats are practiced using word processing. Coordinated with ICT 103 for computer skills. Includes oral presentations.

Required Materials: Gregg Manual, diskette

Optional Materials:

Course Schedule: attached

Evaluation Policy: Students are evaluated on their ability to follow directions, complete assignments, and work individually and as a group. Most assignments are based on a point system and this grading is made explicit in the peer editing process for each written assignment. Oral presentations are evaluated by peers and instructors using a 'yes-no' checklist. Language ability evaluation is based on standard English grammar and usage.

Grading Procedure: Assignments are evaluated and graded on a point system. Final grade is based on the percentage (of points awarded to total points) aligned to grade point system as published in college catalog.

COURSE SYLLABUS (Cont.)

Other Policies. Attendance is required for most lecture classes in which assignments are made or discussed. Work submitted must be of student's own effort; if instructor has solid evidence on which to base suspicion of plagiarism, the student is given the opportunity to re-submit an assignment. Points per day are deducted for late assignments. Behavior in the computer lab is according to established and published procedures.

Conformance to Standards: (Explain how your course conforms to each of the following instruction standards)

"All Applied Academics courses will be taught in the context of real world settings including the work place, home, and community."

The assignments are based on business and industry practices and documents. Oral and written communication skills are practiced using real life contexts.

"All Applied Academics courses will emphasize cooperative learning as a primary instruction model."

Peer-editing and peer evaluation are emphasized as methods for improving communication skills. The need to continue these methods in the workplace is emphasized.

"All Applied Academics courses will stress the use of principles, laws, formulas and rules in the real world as opposed to focusing on proofs of principles and laws, the derivation of formulas, or the evolution of rules."

Using the Gregg Manual and accepted business formats for evaluating assignments, students are involved in real world applications.

Submitted by: Roger Bourret **Date:** 9/23/92

Approved by: **Date:**

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Attachment to Course Syllabus for ENG 105

ENGLISH 105 Introduction to Applied Communications

Weekly Schedule

Week 1

Course description and objectives
Reading and Vocabulary Assessment for all students: Sections of TABE
SLEP Test for non-native students
Oral Assignment #1 : Self-Introduction with peer evaluation
Criteria for evaluation and teacher demonstration

Week 2

Oral Assignments --2 sessions
English component: Capitalization, Punctuation

Week 3

Memo format and description/written assignment #1: Self-introduction in memo format
Introduction to the Gregg Reference Manual: Capitalization and Punctuation
Introduction to peer-editing/ criteria for assignment #1

Week 4

Peer-editing of assignment #1
English component: sentences vs fragments
Assignment #1 due
Introduction to Assignment #2: Process writing

Week 5

Process writing on technical subject
English component: run-on sentences
Work session on process paper and peer-editing

Week 6

Introduction to business letter format
Introduction of Claim Letter assignment
English Component: connectors, transition words

Week 7

Work session on Claim Letter and peer-editing
English Component: Passive Voice

Week 8

Assignment of Reply to Claim Letter
English Component: Passive Voice and indirect writing
Work Session: Reply to Claim Letter and peer-editing

Week 9

Assignment of Reading Program Proposal
English Component: Periodicals in the library
English Component: editing a letter

Week 10

Introduction to Oral Assignment #2: reading proposal and visual
Work session on written Reading Proposal and peer-editing
English Component: editing a text

Week 11

Oral Presentations of Reading Proposals with peer evaluations
Final English Component: editing a text

COURSE OUTLINE

DEPARTMENT:	Technical Education
PROGRAM:	Applied Academics
CURRICULUM:	Applied Communications
COURSE TITLE:	Applied Communications-II: Technical Writing: Career Research
COURSE NUMBER:	ENG 106
TYPE OF COURSE:	Vocational
CREDIT HOURS:	3 Quarter credits
HOURS:	Lecture Hours 10 Lab Hours 20 Home work Hours ___ Other Hours ___ Total Hours 30
CLASS SIZE:	Maximum number of students: 24 or number of computers available.
COURSE DESCRIPTION:	Written and oral communication skills developed in the context of career research. Research activities in the Instructional Resource Center and Career Center include electronic research and interviews. Two oral presentations.
COURSE HISTORY:	Originaly developed by Roger Bourret and George Neff, in 1991-92. Revised by Roger Bourret, Fall,92, and Winter, 93.
PREREQUISITES:	ENG 105 or permission of instructor

LEARNING OBJECTIVES: HOURS OF INSTRUCTION

Student will be able to write a technical research paper with reference citations
Student will be able to use CD-ROM and other electronic research tools to locate, analyze, summarize, and use information.
Student will be able to present in oral and written form a concise functionally-oriented description of his or her abilties and skills.
Student will be able to provide up-to-date information on the opportunities in a technical field and describe the role of that technical occupation in industry and business.

A. CITIZENSHIP KNOW-HOW:

1. RIGHTS AND RESPONSIBILITIES OF CITIZENS — x
2. WORKPLACE ETHICS — x
3. APPLIED ART —
4. APPLIED HISTORY —
5. CRITICAL THINKING (See section B. 3.)

B. WORKPLACE KNOW-HOW:

FIVE WORKPLACE COMPETENCIES

1. **Resources**: —
   1) Time — x
   2) Money —
   3) Material and Facilities — x
   4) Human Resources — x

2. **Interpersonal**: —
   1) Participates as Member of a Team — x
   2) Teachers Others New Skills — x
   3) Serves Clients/Customers —
   4) Exercises Leadership — x
   5) Negotiates — x
   6) Works with Diversity — x

3. **Uses Information** —
   1) Acquires and Evaluates Information — x
   2) Organizes and Maintains Information — x
   3) Interprets and Communicates Information — x
   4) Uses Computers to Process Information — x

4. **Systems**:
   1) Understands Systems —
   2) Monitors and Corrects Performance —
   3) Improves or Designs Systems —

5. **Technology**: (See Section C.)

THREE FOUNDATION SKILLS

1. **Basic Skills:**
   - 1) Reading — 12
   - 2) Writing — 12
   - 3) Arithmetic/Mathematics —
   - 4) Listening — 4
   - 5) Speaking — 2

2. **Thinking Skills:**
   - 1) Creative Thinking — x
   - 2) Decision Making — x
   - 3) Problem Solving — x
   - 4) Seeing Things in the Minds Eye — x
   - 5) Knowing How to Learn — x
   - 6) Reasoning — x

COURSE OUTLINE (Cont.)

LEARNING OBJECTIVES:	HOURS OF INSTRUCTION
3. **Personal Qualities:**	____
1) Responsibility	X
2) Self-Esteem	X
3) Sociability	X
4) Self-Management	X
5) Integrity/Honesty	X

C. **ACADEMIC SUBJECT/OCCUPATION SPECIFIC KNOW-HOW;**
includes academic technicalcompetencies such as:

1. Define importance of effective communication in career exploration and professional life
2. Describe ways in which technology can aid personal and professional communication skills
3. Write accurate reports and summaries from a variety of sources
4. State the importance of and write accurate document references
5. Integrate and analyze general information for specific and personal uses
6. Use a variety of information sources on and off campus
7. Write effective resumes and cover letters
8. Communicate effectively in person and in groups
9. Listen and read to evaluate others' reports
10. Edit for spelling, punctuation, and usage of standard English
11. Use personality-types inventory to clarify learning and working style

Submitted by: Roger Bourret Date: 9/23/92

Approved by: Date:

COURSE SYLLABUS

General Information:	
Quarter:	Spring, 1993
Course Number:	ENG 106
Course Title:	Applied Communications II: Technical Writing: Career Research
Section Number:	
Instructor:	Roger Bourret
Office Location:	CC112
Office Hours:	T-Th 1-2
Office Phone Number:	764-5363
Home Phone Number:	
Room Number:	RS 12
Lab Hours:	
Course Description:	Written and oral communication skills developed in the context of career research. Research activities in the Instructional Resource Center and Career Center include electronic research and interviews. Two oral presentations.
Required Materials:	Gregg Manual, diskette, fee for Meyers-Briggs.
Optional Materials:	
Course Schedule:	Weekly schedule attached
Evaluation Policy:	Students are evaluated on the timeliness, accuracy, and completeness of assignments. Most assignments have a checklist with points for each item. Both written and oral language assessment is based on standard English. Students are also evaluated on their ability to interact with others in the class and in the research facilties. Student enthusiasm and cooperation are rewarded by extra credit on final grade.
Grading Procedure:	Each assignment has a value in points. Student's points are compared to total points possible and the percentage is aligned with the grade point equivalent published by the college.

COURSE SYLLABUS (Cont.)

Other Policies: Late assignments lose points per day except with instructor permission. Each student is expected to submit original self-created documents. Evidence or suspicion of duplication or plagiarism results in teacher-student conference with opportunity for student to explain circumstances or to re-submit assignment. Standard behavior and procedures in laboratory as established by school.

Conformance to Standards: (Explain how your course conforms to each of the following instruction standards)

•All Applied Academics courses will be taught in the context of real world settings including the work place, home, and community.•

Assignments are based on student's personal career choices and student's communication abilities. Research is based on the latest available information and is found in real world sources. Written and oral commuincation assignments are based on workplace requirements.

•All Applied Academics courses will emphasize cooperative learning as a primary instruction model.•

Peer evaluation and peer-editing of assignments is stressed. Students work in groups to produce documents or reports if they have the same occupational path.

•All Applied Academics courses will stress the use of principles, laws, formulas and rules in the real world as opposed to focusing on proofs of principles and laws, the derivation of formulas, or the evolution of rules.•

Principles of communication and research on based on real world experience and standards.

Submitted by: Roger Bourret Date: 9/23/92

Approved by: Date:

ENGLISH 106 WEEKLY SCHEDULE

Week 1 (Introductions)
- Introduction to course and objectives
- Students introduce themselves orally
- Students write a description of themselves, experience, and skills
- English component: general editing exercise

Week 2 (Gathering information for writing resumes)
- In-class writing: description of technical area and job
- English: general editing methods
- In-class writing: a five-section status report
- Assignment: oral report on a technical journal
- In-class writing: satisfying experiences

Week 3 (Resumes)
- Resumes: uses and types/lecture-note-taking exercise
- Assignment: write a chronological-functional resume
- English: parallel structure for use in resumes

Week 4 (Oral reports on Technical Journals)
- Windows in Wordperfect
- Oral presentation #1
- Writing a summary paragraph with suggestions
- Resumes due for grading and upgrading
- Meet with career center representative to discuss resumes
- Meyers-Briggs Type Inventory given

Week 5 (Library Research on Occupations and Industry)
- Research: bibliographic referencing
- Library research: SIC and DOT references
- Work session: three references using SIC or DOT classifications
- Taking research notes and summarizing readings

Week 6 (Research Paper - Part I)
- Outline of Paper
- Writing and editing Section I
- Including research findings in Section I

Week 7 (Career Center Research on Occupations and Industry)
- Using WOIS, SIGI, and Occupational Biographies
- Written summaries of computer printouts

Week 8 (Research Paper - Part II)
- Revising Part I using Career Center research
- Part II - description of occupational skills
- Part III - description of industries

Week 9 (Writing the Research Paper)
- Requirements and format for Research Paper
- Assignment: oral presentation #2
- Work sessions

Week 10 (Oral Presentations)
- Evaluating the oral presentation
  - written summaries
- Written report: evaluation

COURSE OUTLINE

DEPARTMENT:	Technical Education
PROGRAM:	Applied Academics
CURRICULUM:	Applied Communications
COURSE TITLE:	Project Research, Documentation, and Presentation
COURSE NUMBER:	ENG 108
TYPE OF COURSE:	Vocational/Technical
CREDIT HOURS:	3 credits
HOURS:	Lecture Hours _10_ Lab Hours _10_ Home work Hours ___ Other Hours(Group) _10_ Total Hours _30_
CLASS SIZE:	24
COURSE DESCRIPTION:	Students propose, research, develop, document, and present a capstone technical project. Working in groups is required. Course stiesses learning styles, team interaction strategies, and presentation methods.
COURSE HISTORY:	Developed by Roger Bourret & George Neff, Summer, 1992. Revised by George Neff, Spring, 1993.
PREREQUISITES:	English 105 and English 106

LEARNING OBJECTIVES:	HOURS OF INSTRUCTION
A. CITIZENSHIP KNOW-HOW:	
1. RIGHTS AND RESPONSIBILITIES OF CITIZENS	x
2. WORKPLACE ETHICS	x
3. APPLIED ART	x
4. APPLIED HISTORY	x
5. CRITICAL THINKING (See section B. 3.)	
B. WORKPLACE KNOW-HOW:	
FIVE WORKPLACE COMPETENCIES	
1. **Resources**:	
1) *Time*	x
2) *Money*	x
3) *Material and Facilities*	x
4) *Human Resources*	x
2. **Interpersonal:**	
1) *Participates as Member of a Team*	x
2) *Teachers Others New Skills*	x
3) *Serves Clients/Customers*	x
4) *Exercises Leadership*	x
5) *Negotiates*	x
6) *Works with Diversity*	x
3. **Uses Information**	
1) *Acquires and Evaluates Information*	8
2) *Organizes and Maintains Information*	8
3) *Interprets and Communicates Information*	8
4) *Uses Computers to Process Information*	6
4. **Systems:**	
1) *Understands Systems*	
2) *Monitors and Corrects Performance*	
3) *Improves or Designs Systems*	
5. **Technology**: (See Section C.)	
THREE FOUNDATION SKILLS	
1. **Basic Skills:**	
1) *Reading*	10
2) *Writing*	10
3) *Arithmetic/Mathematics*	
4) *Listening*	6
5) *Speaking*	4

THREE FOUNDATION SKILLS (Cont.)

2. **Thinking Skills:**

1) *Creative Thinking*	_X_
2) *Decision Making*	_X_
3) *Problem Solving*	_X_
4) *Seeing Things in the Minds Eye*	___
5) *Knowing How to Learn*	_X_
6) *Reasoning*	_X_

3. **Personal Qualities:**

1) *Responsibility*	_X_
2) *Self-Esteem*	_X_
3) *Sociability*	_X_
4) *Self-Management*	_X_
5) *Integrity/Honesty*	_X_

C. **ACADEMIC SUBJECT/OCCUPATION SPECIFIC KNOW-HOW;** includes academic subject competencies such as:

1. Use reading, writing, and speaking skills to perform research, documentation, and presentation of a group project.
2. Communicate clearly and effectively in tone appropriate to purpose.
3. Perform research tasks, analyze information, and compose summaries.
4. Use appropriate layout and format to enhance communication.
5. Participate in groups and critique group interaction strategies.
6. Assess learning style and apply it to group work.
7. Use commercial electronic databases for research.

Submitted by: Date:

Approved by: Date:

COURSE SYLLABUS

General Information:

Quarter: Spring, 1993

Course Number: ENG 108

Course Title: Project Research, Documentation, and Presentation

Section Number:

Instructor: George Neff

Office Location: RS12

Office Hours: T-Th 1-2

Office Phone Number: 764-5306 Home Phone Number:

Room Number: Lab Hours:

Course Description: Students propose, research, develop, document, and present a capstone technical project. Working in groups is required. Course stresses learning styles, team interaction strategies, and presentation methods.

Required Materials: Gregg Manual, diskette

Optional Materials:

Course Schedule: **Attached**

Evaluation Policy: In-class work will be evaluated by timely completion of assigned tasks and accurate and appropriate language use. Checklists of criteria will be provided. Project evaluation will be based on a checklist of competencies judged by team instructors, advisors, and peers.

COURSE SYLLABUS (Cont.)

Grading Procedure: Points will be awarded for evaluation checklist items.

Other Policies: Attendance is required for certain class activities. Participation in the project work is based on student-generated schedules and student-generated evaluation methods. Some assignments are group work and others need to be individually done. Plagiarism and other forms of non-compliance result in warning followed by loss of points.

Conformance to Standards:

"All Applied Academics courses will be taught in the context of real world settings including the work place, home, and community."

The projects, the manner in which the projects are created, developed, and presented are based on established procedures of the work place.

"All Applied Academics courses will emphasize cooperative learning as a primary instruction model."

Project will be created, developed, and presented by a group of 4-6 students. Peer teaching and evaluation is the procedure throughout course. Instructors will model interdisciplinary cooperation.

"All Applied Academics courses will stress the use of principles, laws, formulas and rules in the real world as opposed to focusing on proofs of principles and laws, the derivation of formulas, or the evolution of rules."

Projects, methods, procedures, evaluation, documentation, and presentation are all based on accepted business and industry standards

Submitted by: Roger Bourret Date: 9/23/92

Approved by: Date:

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Attachment to Course Syllabus for ENG 108
Weekly Schedule

Week 1
- Course objectives/responsibilities and expectations
- Form groups

Week 2
- Introducing group members
- Oral presentation of technical project
- Written and oral critique by technical instructors

Week 3
- Establishing style profiles
- Use Gregorc "Style Delineator"

Week 4
- Using electronic databases for project research
- Written project: Table of Contents

Week 5
- Research: finding, organizing, and documenting sources
- Work sessions with group and instructors
- Written first draft due

Week 6
- Visual Aids
- Planning for presentation activities
- Group presentations
- Rehearsal of oral presentations with critique by peers and instructors

Week 7
- Rehearsals and revisions in oral presentations
- Revision of written document
- Preparations for final presentations
- activities/graphics

Week 8
- Final written documentation due
- Final preparations for oral presentation activities

Week 9
- Presentations

Week 10
- Final evaluation and summary due
- Complete portfolio for extra credit